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ABSTRACT

This teaching unit, Introduction to Advertising, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on advertising explore basic reasons for advertising, work opportunities in the field, job related abilities, and how advertising influences decisions regarding purchase of products. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#67

A CAREER UNIT FOR GRADES 5 AND 6

INTRODUCTION TO ADVERTISING

(Marketing and Distribution Occupations Career Cluster)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 017 422

January, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Marketing and Distribution Occupations Career Cluster

INTRODUCTION TO ADVERTISING

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Marketing and Distribution Occupations Career Cluster

INTRODUCTION TO ADVERTISING

RATIONALE

Our lives are greatly influenced by advertising. Children are familiar with commercials on television and radio, ads in magazines, newspapers, billboards and other signs. Included in this unit are the activities designed to make children aware of the need to advertise, of the work opportunities in the area of advertising and the importance of correct timing in ad presentation and of ad location.

GOALS

Through this unit, the student will:

- -Become aware of his/her own personal skills in the area of speaking, writing, art, creative thinking and the ability to work with people.
- -Become aware of the need to describe and exhibit products to the public in order to promote trade.
- -Become aware of how advertising influences our decisions regarding the purchases we make with the money we earn.
- -Become familiar with some occupations in advertising.
- -Realize the special traits and talents needed in the field.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -Write, illustrate or produce a commercial stressing the merits of a particular product.
- -List 3 skills which would be helpful in an advertising career.
- -Plan a newspaper ad announcing a special sale, including an illustration and copy.
- -Name 3 jobs necessary to the field of advertising.
- -Name 5 items their parents purchase regularly and write a short paragraph explaining what influences their decisions regarding the store, brand, etc.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the field of advertising.

1. How does advertising affect your daily life?

2. What do you think advertising is?

3. Tell what skills are necessary to promote a successful ad.

4. What are some jobs available through advertising?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films as listed.
-Film projector.
-Magazines, newspapers.
-A variety of art materials.
-Task cards.
-Permission slips.
-Television set.

Films:

Jobs in the City: Mass Media

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Film: MP 1221 Analyzing Advertising
(Although listed for grades 9-12, this film may be adaptable.)

COMMUNITY RESOURCES

Bakersfield Californian; 322-5463; 1707 Eye St; Bakersfield; (lectures, demonstrations, field trips).

Commercial Art and Signs by Giordano; Mr. Giordano; 322-6307.

TV - KBAK Channel 29; David Moore; Operations Manager; 327-7955; Will try to set up appropriate speakers for various careers in TV.

Brocks Department Store; contact Angela Schiebol; 327-1731; (field-trips available, for 20 or less, to advertising and display departments).

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE

To familiarize students with many facets of advertising and skills necessary in the field of advertising.

MATERIALS

1. Entry Level Assessment (pre-test).
2. Chart paper, felt pen.
3. Information Sheet I, next page.
4. Task Cards 1 through 3.

INTRODUCTION

Say: "Today we will see how many jobs in advertising we can name. Think of the commercials, signs and advertisements you see and hear each day." List jobs as children call them. Correlate them with trade name near the end of the discussion.

CLASS ACTIVITIES

1. Give pre-test.
2. Have children name jobs, as teacher writes them on chart paper.
3. Discuss briefly what the job entails. Teacher may add any jobs not mentioned, giving description.
4. Refer to information sheet for advertising list and job description.
5. Have children relate skills necessary to perform these jobs. Write them on blackboard.
6. Determine 3 or 4 skills most necessary.
7. Decide what skills they presently have that are the same.
8. Do task cards.

SUMMARY

1. Review list of advertising workers.
2. Review skills necessary for job performance.
3. Reports from students using task cards.
4. Review pre-test questions.

Information Sheet 1

Advertising Workers

Advertising Manager - head of advertising department that sells product/service. He directs the planning and buying of advertsing for manufacturers or dealers.

Account Executive - oversees details of advertising campaign.

Research Director - analyze market, attitudes of customers.

Copy Writer - "idea person", composes original material to describe product/ service.

Artist - create design figure to accompany copy.

Lay-out Man - places the ad in the final form, makes it attractive and appealing.

Director of Radio or TV - decides where and at what time an ad will "air". Pulls all people of commercial together for the final product.

Actors - voices

Space Salesman - determines where and how much an advertisement in a magazine or newspaper will cost or be placed.

Broadcast Time Salesman - determines how much a certain amount of time "on the air" will cost and which ads will be on at a certain time.

Advertising increases the sales of a product enabling the manufacturer to lower the prices of his goods.

Lesson 2

PURPOSE

To consider the effect of advertising on our lives.

MATERIALS

1. Chart paper, felt pens.
2. Newspaper.
3. Paper, pencil, paste.
4. Manila paper, 18 x 36.
5. Task Cards 4 through 7.

INTRODUCTION

Say: "Advertising helps consumers make decisions about goods and services they need or want to buy. Advertising is important in our everyday decision making. Can anyone sing a commercial familiar to them? Can anyone name a slogan? You can name signs or symbols that are familiar because advertising has promoted these products."

CLASS ACTIVITIES

1. Have children search a newspaper to see the kinds of advertisements in a newspaper. List items that contribute to daily living. Which ones are used by your family? How does your family decide where to shop? Does advertising influence your shopping? your life?
2. Have each child cut out ads and place them on a sheet of manila, labeled goods and services.

SUMMARY

1. Share completed projects, discussing what types of goods are advertised.
2. Individual reports from students using task cards.

Lesson 3

PURPOSE

To enable the student to appreciate the long history of advertising and how it supports the sales of goods and services.

MATERIALS

1. History and Background Information Sheet, next page.
2. Tagboard.
3. Crayons, scissors, pencils.

INTRODUCTION

Say: "Today we are going to learn how advertising began. We will listen to a short story of the first advertisers. As you listen to the story think about similarities between early days and today. All through history it has been known that in order to sell a service or a product you must let people know about what you are selling."

CLASS ACTIVITIES

1. Relate the history of advertising to the children.
2. Discuss similar types of advertising happening today. Allow time for children to relate their own experiences with such advertising.
3. Compile a list of goods or services that could be advertised today with sign board.
4. Stress simplicity, clarity, and symbolic nature of signboards. Also th necessity of seeing it from a distance.
5. Have each child create his own signboard from tag.
6. Have them share their work with class.
7. Discuss why some are particularly appealing.

SUMMARY

1. Share signboards.
2. Review lists of goods and services that could be advertised by using signboards.
3. Review history of advertising.

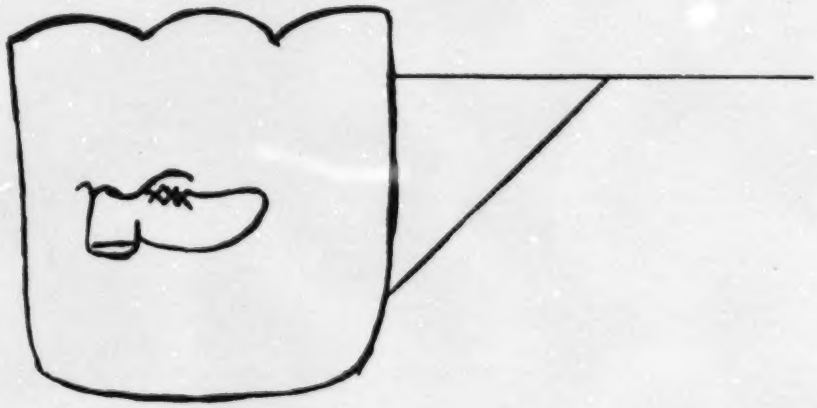
Information Sheet 2

Advertising Workers:

History and Background

Advertising activities can be traced back to ancient times. Merchants of ancient Egypt hired "criers" to walk through the streets to shout and sing about the products merchants had to sell. Such practices still continue today. The house-to-house salesperson (such as Fuller Brush or Avon), tells of her wares door-to-door. Barkers at circuses or carnivals attract attention to their show by calling out the entertainment being offered. And demonstrators at grocery and department stores draw crowds by describing and exhibiting their products.

Art work was the next phase of advertising. Store owners in the middle ages hung signboards over their shop doors showing what they had to sell. The shoemaker, for example, would hang a signboard, picturing a shoe, over his shop to show he made and repaired shoes.



Lesson 4

PURPOSE

To familiarize the children with the skills necessary to be a worker in the field of advertising.

MATERIALS

1. Magazines, posters, brochures, newspaper ads.
2. Chart paper, felt pen.
3. Poster paper.
4. Task Cards 8 through 12.
5. Information Sheet 3, Advertising Terminology, next page.

INTRODUCTION

Say: "People who work in the field of advertising have acquired certain skills which make their ads particularly interesting or clever. Today we will learn about these skills and find out if we can be advertisers ourselves."

CLASS ACTIVITIES

1. Display various advertisements around the room. Elicit from children common characteristics of the ads (colorful, all have pictures, neat lettering, looks tempting, interesting or inviting, informative - all possible responses.)
2. Draw conclusions as to what kinds of people would be needed to develop such ads (i.e. artist, copywriter, researcher, photographer, printer, etc.).
3. Describe a certain product, have the children compose a magazine ad promoting that product, keeping in mind what makes an ad appealing.

SUMMARY

1. Share advertisements.
2. Reports from students using task cards.
3. Review list of workers needed to create an advertisement.
4. Share magazine ads.

Information Sheet 3

Advertising Terminology

copy - the written words of any advertisement or the script of a commercial.

lay-out - the arrangement given to illustrations and copy of a newspaper or magazine page.

circulation - the amount of people who would be exposed to the advertisement or commercial. The viewing or reading public.

half-tone - artwork which has many color tones which are reproduced from a single plate for each color.

press - proper name for the printing press.

photograph - in newspapers or magazines, made from a negative, which can be enlarged.

dummy - a beginning idea of what a booklet or display will look like. Usually cut-out, folded or 3 dimensional.

rough - beginning idea of what an advertisement will be; in this form it is presented to the client.

comprehensive - (or comp.) a finished version of the rough. Last version of the artwork before the final print.

line illustrations - solid color illustrations with no changes in tone. Easiest to reproduce and the least expensive.

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Lesson 5

PURPOSE

To have children become aware of important ideas which must be promoted in each TV commercial.

MATERIALS

1. Pencil, paper (large sheet of butcher paper).
2. Worksheet I, Commercial Critique, next page.
3. Task Cards 13 through 15.

INTRODUCTION

Say: "In the past lessons, we have discussed which ideas must be included to make an interesting advertisement. Today we will examine magazines to select elements that give the ad eye appeal and sell the product. You will be reviewing a commercial tonight at home to report on tomorrow."

CLASS ACTIVITIES

1. Give each pair of children a magazine. Have them choose one large ad they feel is particularly appealing.
2. Paste all the ads on butcher paper. Have them list on the board the reasons they chose their ad. After all the reasons have been listed, circle the common characteristics. (Some common ideas: color, simplicity, interesting, informative lay-out, clear type, bargains, prestige, status.)
3. Now we will see how these characteristics apply to TV commercials. Distribute Worksheet - Commercial Critique. Discuss each item with students. Be sure students understand the meaning of dialogue, sets, jingle and logo.

SUMMARY

1. Review elements of an exciting ad.
2. Reports from students using task cards.

CLASS ASSIGNMENT

1. Commercial Critique Worksheet for homework. Ditto and distribute to children.

Worksheet 1

Name_____

COMMERCIAL CRITIQUE

1. Product or Service discussed_____.

2. Set design (How well was the set designed? Was it outdoors? Do you feel a particular place was specifically chosen? Why or why not?)

_____

_____

_____

3. Music (Was there background music or a musical jingle? Was it catchy? Were their voices pleasant?)

_____

_____

_____

4. Dialogue (Did what they have to say seem important to you? Did it give you facts - make you want to try the product?)

_____

_____

5. Was the actor/actress well known? Why might this be important? Were they attractive? smiling?

_____

_____

_____

6. Was the product something the whole family could enjoy?

_____

7. How do you feel about this commercial? If you had the money would you buy that product?

_____

_____

_____

Worksheet 1 cont.

8. Did the actors or image of the product maintain a certain integrity?

_____

_____

9. Was the commercial done by live people or was it animated? Why do you feel one media was chosen over the other?

_____

_____

_____

10. What do you feel was the main point or focus of the commercial?

_____

_____

_____

11. If animated, did the character have specific meaning (i.e. Little Sprout - young fresh peas)?

_____

_____

12. Did you notice any logo or symbols? Draw a picture of the logo you noticed?

_____

Lesson 6

PURPOSE — Same as Lesson 5.

MATERIALS

1. Pencil, paper (large sheet of butcher paper).
2. Worksheet 1, Commercial Critique, next page.
3. Task Cards 13 through 16.

INTRODUCTION — Say: "Today we will take the role of advertising critics and hear each others views."

CLASS ACTIVITIES

1. Listen to reviews.
2. Comment on each other's reactions.
3. Discuss what our opinions might have on the success of the products.
4. Have each child who recognized a logo draw a picture of it on a large piece of paper to add to the bulletin board.
5. Task cards.

SUMMARY

1. Discuss the commercials reviewed.
2. Individual reports from students using task cards.
3. Share logo pictures.

Lesson 7

PURPOSE

A field trip to acquaint the students with some kind of work related to advertising.

MATERIALS

1. Call well in advance to make arrangements for field trip or speaker. (A resource person can be used to talk to the class in lieu of a field trip). Suggested Resource: Channel 29 Bakersfield Television Station. Contact David Moore, Operations Manager; 327-7955. Tours may be arranged and special speakers designated according to interest.

2. Permission slips.

3. Questionnaire, next page.

INTRODUCTION

Say: "There are many jobs associated with the running of an advertising agency. We have been learning about some of them. Today we have the opportunity to get a close look at a place of business where advertising is important. Be alert! Notice things we have discussed and ask questions about things that are new to you."

CLASS ACTIVITIES

1. Discuss good field trip or class visitor standards.

2. Briefly review information already discussed about various advertising occupations.

3. Field trip or speaker.

SUMMARY

1. Discuss what was learned.

2. Write thank you notes.

Field trip or resource person questionnaire:

Thank you for taking time to help our students learn about the field of advertising. Here are some questions you may wish to discuss with the children:

1. How does advertising affect your daily life?

2. What do you think advertising is?

3. Tell what skills are necessary to promote a successful ad.

4. What are some jobs available through advertising?

Lesson 8

PURPOSE

Television is a popular medium - in advertising. Television becomes important to everyone in the advertising business.

MATERIALS

1. Television.
2. Pencil.
3. Information Sheet 4, next page, Advertising Agency Organization Chart.

INTRODUCTION

Say: "To introduce how advertising reaches us, through television, we will view thirty minutes of television broadcasting. Today we will learn how important advertising is to television. We know that TV comes to us free. All we pay is the electricity we use. So how are those programs produced, the stars, writer and technicians paid? Advertising benefits the public by buying ads on TV, in newspapers, and in magazines thereby reducing the price of the printed material and allows free quality TV."

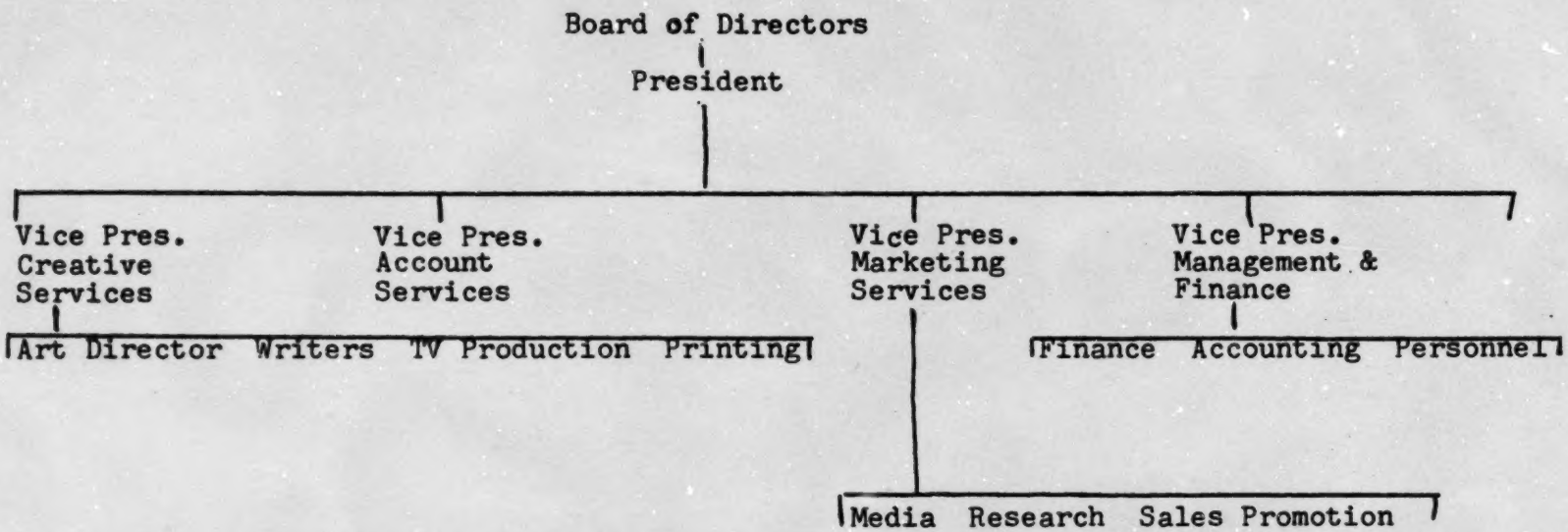
CLASS ACTIVITIES

View a 30 minute program on commercial television. (Be sure to tune in well before the show starts to observe the commercials.) Have children take notes on the commercials.

SUMMARY

Discuss the various TV commercials observed. Decide which was the best - most eye appeal, best jingle, sets, actors. Discuss the relative amount of time taken by commercials in the program.

ADVERTISING AGENCY ORGANIZATION CHART



Lesson 9

PURPSOE

The newspaper is the largest producer of advertising today. More products, services, sales, political views and consumer advertisements are promoted through newspaper advertisements than any other media.

MATERIALS

1. Newspapers.
2. Pencils, paper.
3. 18 x 36 newsprint.
4. Felt pen.
5. Task Cards 18 through 20 and 23 through 26.

INTRODUCTION

Say: "Today we will investigate many types of advertising found in a newspaper. First we need to think of our needs and how ads help us decide to fulfill these needs. We will also study why advertising and the newspaper need each other."*

CLASS ACTIVITIES

1. Have children look through newspapers. Cut out pictures of 10 items or services their family regularly uses. (Classify all foods in one group, all clothes in one group.)
2. Paste these pictures, with needs they meet, labeled beneath on paper to make a poster.
3. Write a paragraph describing what makes people decide on choosing these products.

SUMMARY

1. Share paragraphs and posters with class.
2. Individual reports from students using task cards.

*Note: Make a chart beforehand: Man's 7 Basic Needs -

1. food, drink, air (physical needs)
2. achievement
3. love and belonging needs (acceptance and association)
4. safety (freedom from danger, need for familiar surroundings)
5. intellectual growth
6. knowing and understanding
7. aesthetic needs (music, art, drama)

Lesson 10

PURPOSE

To enable students to assess how much they have learned about advertising occupations.

MATERIALS

1. Task Cards 27 through 28.
2. Entry Level Assessment (post-test).
3. Tape recorder and tape.
4. Tape from pre-test.

INTRODUCTION

Say: "Today we will find out how much we have learned about advertising occupations. Let's listen to the tape we made before the unit began. Let's find out how much more we know about the advertising business."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make a new tape as a post-test.
3. Free use of task cards.

SUMMARY

Children should feel free to comment on things they've learned. They should feel free to talk about the things they have liked or disliked about the unit.

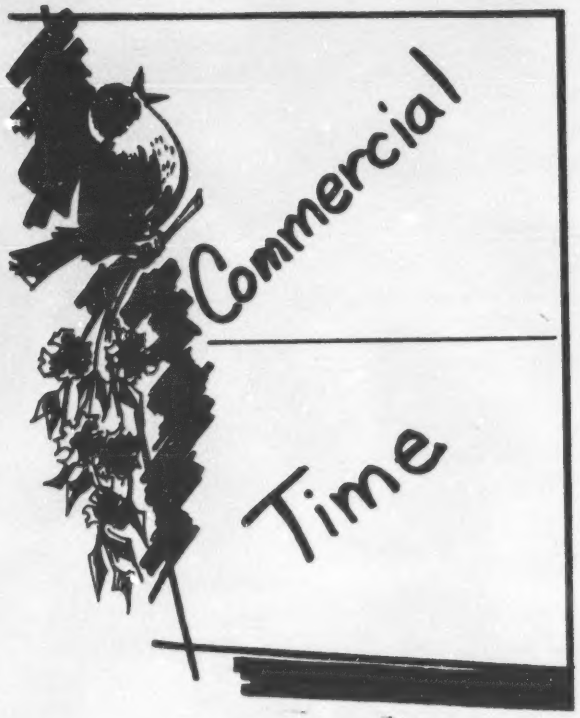
MY NEEDS - MY WANTS

You need:

1. Manilla 12 x 18
2. Magazines or newspapers or catalogs

Look through newspapers, magazines and catalogs. Locate and identify advertisements for some basic family needs such as food, clothing, and shelter. Now locate items that a family might want (toys, recreation, decoration). Cut several advertisements out and put them on the manilla. Be sure to show a difference between needs and wants.

TASK CARD 2



You need:

1. Magazines
2. Skill as an actor
3. Someone to work with you

Look through a magazine. Choose an item advertised in the magazine. Think up a theme for a T.V. commercial. Practice your commercial. Present it to the class.

Can you say it better?

You will need:

1. Pencil
2. Paper, 8 x 12 manila
3. Crayons
4. Magazines

Look through your magazine. Choose an advertisement that you feel could be a little better or for which you have a new angle. Rewrite the ad. Present it to the class or place it on the bulletin board.

WRITE A JINGLE OF YOUR OWN!

You need:

1. An exciting imagination
2. A tune in your mind
3. Paper
4. Pencil

A. Can you sing a jingle from an advertisement you've seen or heard? Try to think of one.

B. Copywriters create jingles to catch the attention of consumers.

C. Choose a product, then write a jingle to promote that product.

Remember: Jingles are .....

clever

short

easy to remember when they rhyme

BARGAIN COUPON

You need:

1. Manila paper
2. Pencil
3. Crayons

Design a "bargain" coupon for a food product. Remember coupons are informative! The coupon should include a description of the product, a picture of the product, the amount off and any other necessary information such as expiration date, where to redeem and information for the store manager.

You need:

1. Paper, 18 x 36 newspaper
2. Pencil
3. Crayons
4. Good imagination

1. Browse through a newspaper and find the full size ads. Notice how the printing and drawings are attractively placed on the page. (They are large, simple, eye-catching.)

2. Use your wildest imagination and design a full size newspaper ad, for a special sale.

3. Your sale could be: Back to School, Anniversary, End of the Month Sale, Dollar Days, After Christmas, January White Sale, Lincoln's Birthday, 4th of July, Christmas, etc.

You need:

1. 12 x 18 paper (folded in 3 parts)
2. Crayons
3. Imagination

Illustrate and write a blurb for the cover of your travel brochure. Encourage a customer to take a vacation in a country or city of your choice; inside the brochure write your paragraphs. You may add little pictures next to your copy.

Artists and copywriters combine their talents to produce an attractive travel brochure. The artist draws his ideas of a place and the copywriter writes ideas and slogans.

Remember: Travel brochures are very colorful and make you wish you were there!

1. Make a travel brochure.
2. Illustrate the cover. Try to make customers want to take a vacation in the place you are advertising.
3. Inside, write about the vacation place. You may want to add small pictures.

COME ONE, COME ALL

You need:

1. A friend
2. Paper
3. Pencil
4. Imagination

The first advertisers were store merchants who stood outside their businesses calling to the passing customers to come in and try their wares. Today at circuses and county fairs, barkers stand outside their sideshows and try to interest customers inside.

With a partner, pretend you are barkers at the carnival, write a skit to interest the crowd into seeing, Seymore the Two Headed Snake. Be convincing! Be sincere! Be enthused! Present your skit to the class.

You need:

1. Colorful crayons
2. Paper
3. Lively imagination

Advertising comes in many forms--newspaper ads, TV or Radio commercials, billboards and outdoor signs. One of the more interesting outdoor signs is the neon sign.

Pretend you are the owner of a new coffee shop. The front of the store needs an enticing sign. Construct a neon light that will bring new and excited customers into your shop.

Do a little research to find out what makes neon signs work. Next time you're out at night notice how many signs light up and which of these are neon. Write a paragraph describing neon signs.

You need:

1. Pencil
2. Paper
3. Newspaper, magazine
4. TV
5. Radio

1. Commercial slogans familiar to consumers often encourage them to buy certain products. Make a list of the different slogans you see in newspapers, magazines, or TV.

2. Listen to the ads on TV or Radio. Decide what makes a good slogan. Is it short? Catchy? Does it rhyme? Write a paragraph telling what you think makes a good slogan.

3. Be a copywriter. Copywriters are the idea people behind advertisements. Write 5 ideas that could be slogans for Papa Pablo's Pumpkin Juice.

Goods We Need	Goods We Want
Services We Need	**Services We Want**

You need:

1. Magazine
2. Glue
3. Paper
4. Pencil
5. Crayons

Using a complete magazine, cut out all the full size ads. Then place them in a scrapbook under these sections:

1. Goods We Need
2. Goods We Want
3. Services We Need
4. Services We Want

Which section has the most ads?

Why do you think this is so?

You need:

1. Ruler
2. Pencil, paper
3. Crayons
4. Glue

Cut your paper 5 inches wide and 10 inches long. This is the size of your label. Design a label for a can of fruit or vegetables. Be sure to include a description of the food, the weight and where it was grown. Your label should be so attractive that everyone would pick it off the shelf. Form the label into a cylinder and glue.

LOOK AT THE LABEL AND LEARN

One of the best guides to good nutrition and economy is the product package. It not only protects the product inside, but provides valuable information that can assist you in planning nutritious meals and managing the food budget.

Let's take a close look at the package of a national favorite, KRAFT Macaroni and Cheese Dinner. What does the label tell you?

Product Name--This is a clue to the predominant ingredients--macaroni and cheese.

Weight--A guide to quantity and cost comparison. To estimate the unit price, divide the total cost by the number of ounces.

Manufacturer's name and address--If you want further information about the product or have a complaint, you know where to write. All reputable companies stand firmly behind their products.

Ingredients--These are listed in order of predominance, an indication of product composition. (Also, if you have food allergies, be sure to check this listing.)

Servings--The actual number of servings is indicated, not the number of people served. Some people may eat several servings.

Preparation Instructions--Directions are written in a clear concise manner that is readily understood. Read these carefully to determine length of preparation time and whether additional ingredients are required.

Serving Suggestions--Occasionally accompaniment foods for balancing the meal are suggested.

Recipes--If space permits, additional recipes or simple ingredient additions are included.

Guarantee--"Satisfaction guaranteed or your money back from Kraft" will appear on all Kraft products.

Nutrition Information--Nutrients that make significant contributions to the diet, listed by weight or percentage of U.S. RDA, are gradually being added to labels. (A detailed explanation of nutrition labeling will appear in the next Television Recipe Folder.)

You need:

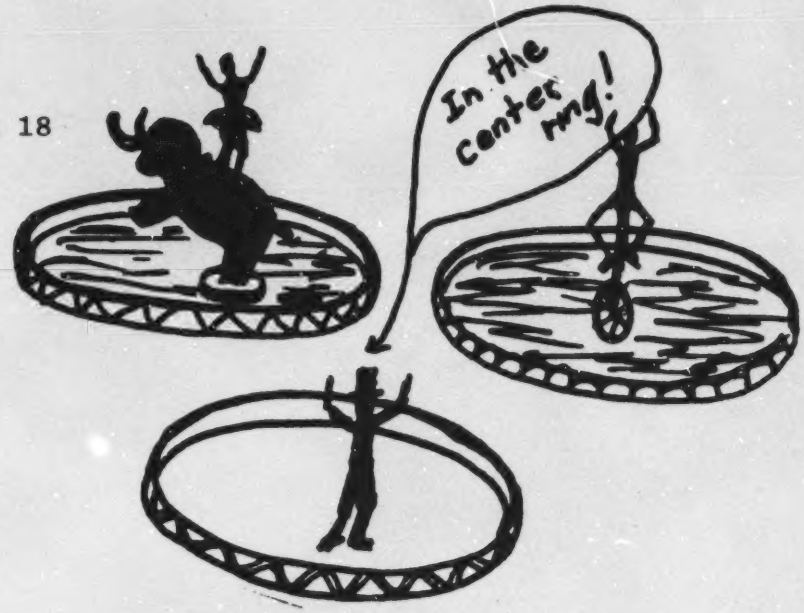
1. Butcher paper
2. Paper
3. Paint, brush
4. A friend or two

Billboards are the largest forms of advertising. In a paragraph write the reasons you think billboards are large and situated where they are. Then choose a partner and design a billboard.

Cut your butcher paper 3 feet wide by 5 feet long. Make a small sketch first. Decide on a catchy slogan and an appealing picture. Remember all billboards are simple, LARGE and colorful.

You need:

1. Manila, 12 x 18
2. Crayons
3. Pencils



Posters of coming community events are another form of advertising. Posters must not only be colorful, simple, and attractive, but they also must be informative. Deciding on a way to artistically place the illustrations and copy on a page is a job for the artist. Create a Circus Poster. Draw an act or two to draw the reader's attention. Remember to add the name of the circus, where it will be, the date and time, and the cost.

You need:

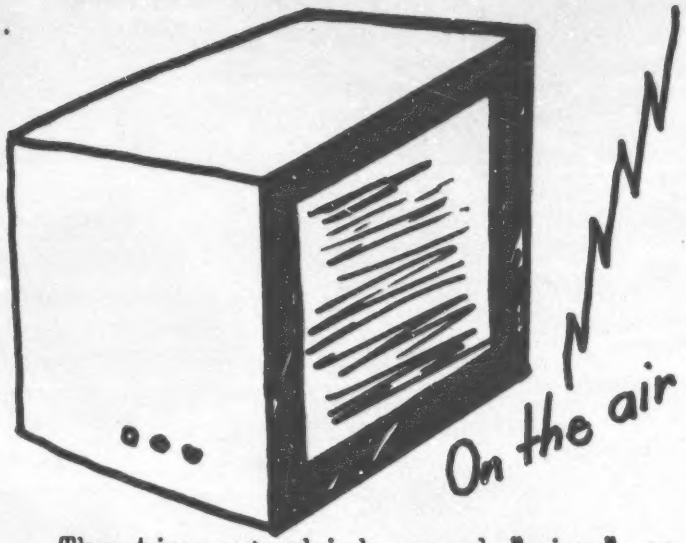
1. Pencil
2. Paper
3. Crayons

There are many ways advertising reaches the consumer.

List as many ways as you can that advertising reaches

our eyes and ears.

Illustrate one of the more unusual.



You need:

1. Paper
2. Pencil

The time at which an ad "airs" on TV is very important to the producer of the product, the advertising agency and the consumer. On your paper, place the items in the list below, under one of these times.*

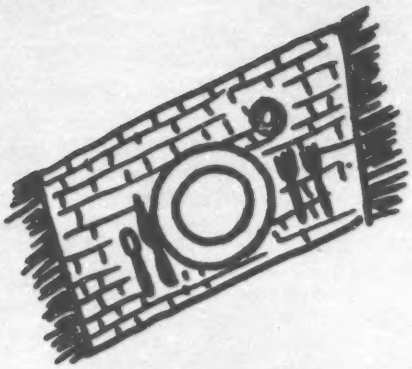
Sat. * 9:00 p.m.	Tues. 10:00 a.m.	Wed. 11:00 p.m.	Sat. 9:00 a.m.	Mon. 2:00 p.m.

sleeping tablet
sherry
T-shirts
ice cream
coffee
toy
dog biscuits
laundry detergent
chewing tobacco
chocolate breakfast cereal
hand lotion
men's cologne
house paint
life insurance
lipstick
paper towels
chewing gum
tricycle
crayons
false hair piece
chain saw
denture cleanser

Think of which programs might be "on the air" at that time and which products would receive the best promotion at that hour of the day (or night).

If one item could appear in more than one time slot, choose the place you feel would be the best. Be prepared to defend your answer.

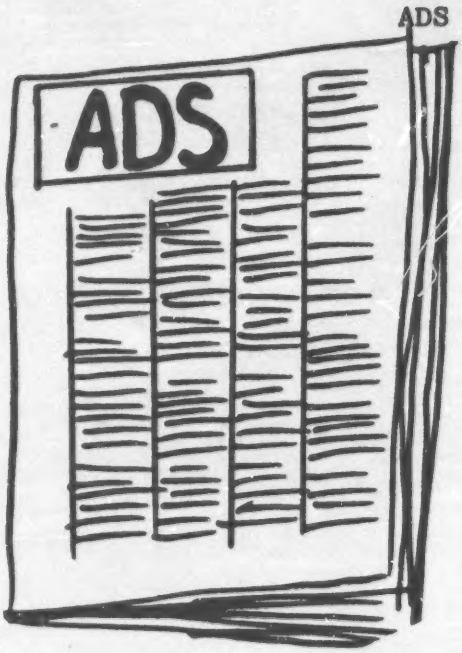
EAT RIGHT - SHOP ECONOMICALLY



You need:

1. Food advertisements from paper
2. Math skills
3. Pencil and paper

You are responsible for buying the food for a family of four for a day. Pretend the cupboards are bare and that you have only $10. Plan 3 balanced meals from the foods offered on this page of advertising. Make your meals balanced and delicious. And don't forget <u>DESSERT</u>.



You need:

1. Daily newspaper
2. Partner
3. Paper, pencil

Divide your paper into 2 parts titled:

NECESSITIES	LUXURIES
𝍸 III	𝍸 𝍸 II

Search through a newspaper to see the kinds of advertisements used. For each ad you see make a tally mark if the product is a necessity to daily living, or a luxury.

How many tally marks in each column did you end up with?

SHOPPING LIST

You need:

1. Paper
2. Pencil
3. Thinking Cap

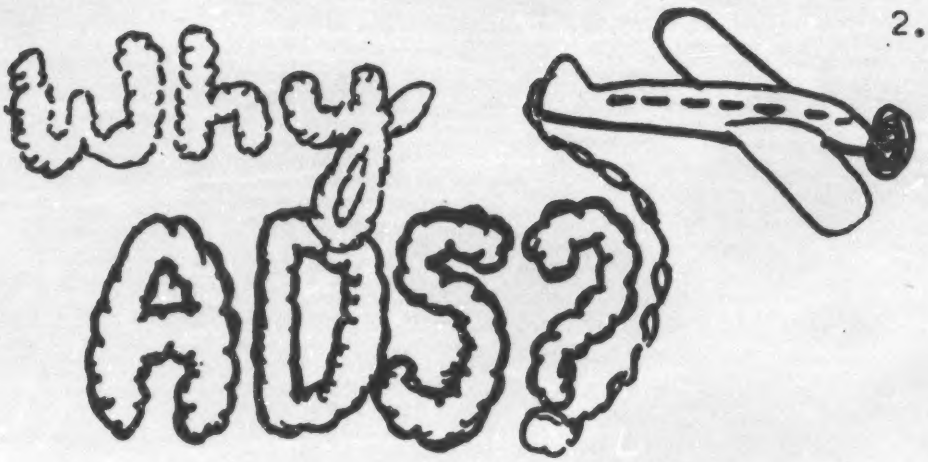
List 10 items your parents purchase regularly.

Write a brief paragraph telling what might influence their decisions regarding these purchases. Are certain products chosen for their quality, others for cost, taste or availability? Are some products chosen simply out of habit?

Consider these questions and write your paragraph.

You need:

1. Paper
2. Pencil

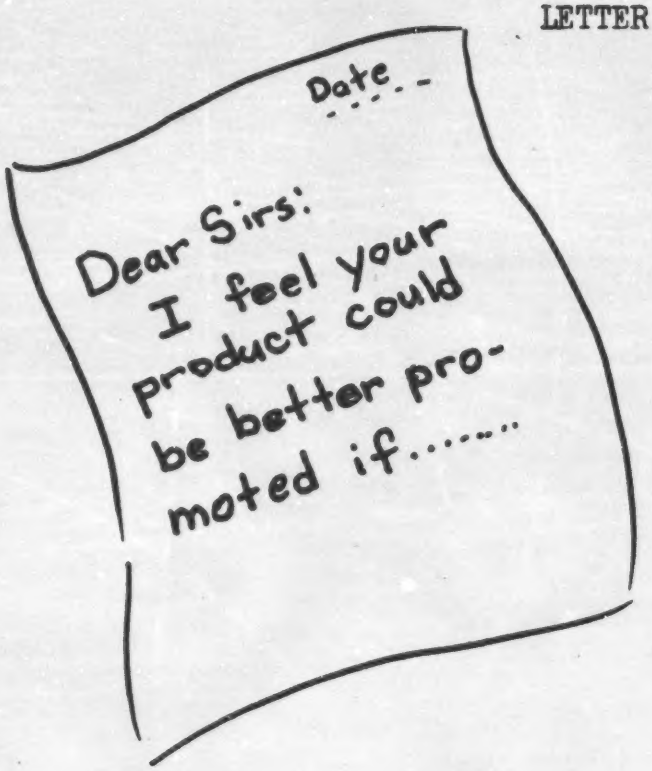


You may have heard: "Not another commercial! There are more commercials than programs on TV!" or "There is nothing to read in this paper but ads! Where's the the news?"

Advertisements, whether on the TV, radio or in newspapers or magazines' contribute greatly to our everyday life. Write a paragraph telling:

1. How advertising enables newspapers to publish so inexpensively.
2. How free trade is encouraged through advertising.

LETTER



1. Two minutes
2. Paper, pencil

Take time to sit in front of the TV and watch carefully a commercial you feel could be improved. Write a paragraph describing what part of the ad you would change. Could you advise the manufacturer on how to improve his ad? Or Do you feel he might want his ad done this way?

Consider these ideas and write a letter to the company which promotes the product. Tell them you are studying advertising and have some feelings about his ad.

Be a Copywriter

You need:

1. Crayons
2. Paper
3. Pencils
4. Ideas

Everyone has interesting ideas. In advertising the "idea person" is the copywriter. Choose a service, product or place you particularly enjoy.

Write an exciting, creative ad promoting your product or service.

TASK CARD 23

You need:

1. Paper
2. Pencil

Take a walk around your nearby shopping center. Write down the different ways you see ads promoted.

When you return to your class, write a report describing the different kinds of advertising you saw and which were the most effective.

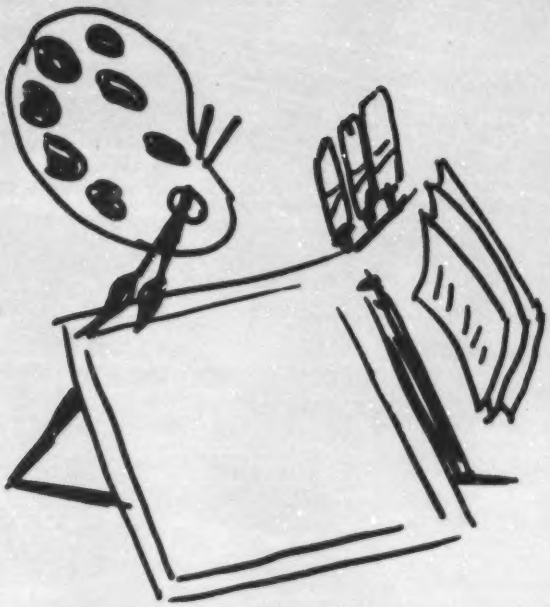
TASK CARD 24

SECRET

Advertising is a very competitive business. Manufacturers often ask 3 or 4 corporations to contribute their ideas on how to promote a product. Only one of these is chosen, and that copywriter is the only one paid for his work.

Have a contest with 3 of your friends. Using the same product have each friend design his own ad. When finished, present the ads to the class making sure no one knows who did each one. Have the class judge which would be the most successful.

THE ARTIST IN ADVERTISING



You need:

1. Paper
2. Pencil

The artist is the person in advertising who makes the ads particularly effective. Browse through a magazine and write down the predominant colors in the layout; also notice the size and shape of the type. Why do these colors and type make for a more interesting ad?

Write down your thoughts on paper.

BE A TV OR RADIO DIRECTOR

You need:

1. Magazine
2. Paper
3. Pencil
4. TV schedule or guide
5. Worksheet

Using your pencil and the worksheet as a sample, write 4-6 hours of TV commercial programming. Use your imagination to place in the available slots, commercials that would appeal to the audiences watching that program. Include all TV audiences.

<u>TV Schedule Worksheet</u>

Saturday

	9:00 a.m.	Scooby-Doo, Where Are You? Introduction
commercial	9:01 a.m.	
commercial	9:02 a.m.	
	9:03 - 9:16	Scooby-Do cartoon
commercial	9:17:30	
commercial	9:18	
	9:19 - 9:29	Scooby-Do cartoon concluded
commercial	9:30	
commercial	9:31 - 9:32	
	9:33 - 9:46	Electric Company beginning
commercial	9:47 - 9:48	
commercial	9:48 - 9:49	
	9:49 -10:00	Electric Company conclusion

SAVE

Many ads in the newspaper are for sales. A consumer must know how much he can save. All the following items in a ski shop have been reduced 25% due to a heat wave. Decide how much you save on each of these items.

TASK CARD 28

PUBLIC SERVICE COMMERCIALS

You need:

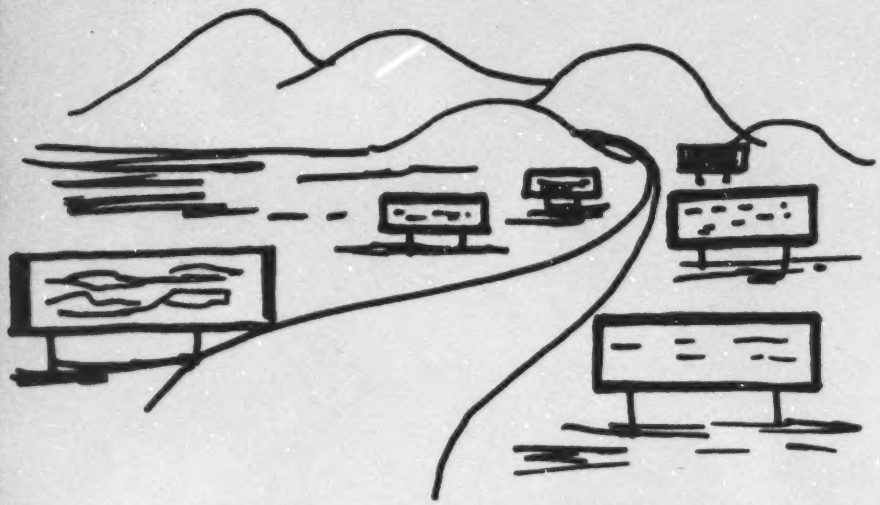
1. Paper
2. Pencil

Public Service Commercials

Each commercial television station is required by federal regulations to provide some public service commercials. These commercials in the public interest, describe non-profit community groups, advertise health organizations, promote consumer protection advertisements or give other general information.

Write an advertisement telling the viewing audience of some public service organization. Make it informative and interesting.

BILLBOARDS VS. ECOLOGY DEBATE



You need:

1. Research materials
2. To be convincing
3. Two teams of 2 members each

By advertising, the manufacturer is able to sell more of the products and reduce the cost to the consumer. Sometimes, however, advertising is not so popular. Ecologists feel the number of large billboards should be controlled in order to conserve the beauty of the landscape. Advertisers see billboards as an opportunity to promote their products along the road.

Find three friends, 2 of you take the advertisers (pro) side**. Your other two friends take the side of the ecologists (con) side*. Prepare your arguments well and present your debate to the class.

** Billboards offer an opportunity to advertise along the road, and should continue to advertise.

* Billboards destroy the natural beauty of the landscape and should be controlled.